



An International Charter School

2014-2015 Parent-Student Handbook

Northglenn Campus
555 West 112th Avenue
Northglenn, CO 80234
Phone: (303) 446-7100
Classroom hours:
Elementary: 8am-3pm
Middle School: 7:45am-3pm

Welcome to Global Village Academy!

Innovation in Education

Global Village Academy (GVA), an international school, is the only public charter school in the country with language immersion (100% in kindergarten; 80% in 1st and 2nd grades; 50% in instruction 3rd 7th grades) in three world languages. Children can study Mandarin Chinese, French, or Spanish at the Aurora campus and Mandarin Chinese, Russian, or Spanish at the Northglenn campus. Our literacy program and state standards are supported by the Voices Reading Program which combines literacy with social awareness.

Our students develop a **GLOBAL** perspective by learning a second language; exploring diverse cultures to cultivate understanding and respect; and developing the skills to live and work with others internationally – all essential elements for life in the 21st century. This culminates in an international trip to integrate all that they have learned.

With the world as the context for education, students need to find their place, their voice, and their dream. Our **VILLAGE** provides the support and the challenge to motivate students to excel in school and in life. Their success depends upon their own initiative and the support of peers, teachers, parents, and the wider community.

Our Mission

GVA will –

- *Provide an academically challenging, content-rich, internationally grounded liberal arts curriculum that holds high expectations for all students, including becoming fluent and literate in a world language in addition to English*
- *Develop strong critical-thinking skills in all students*
- *Provide a safe environment where all students are known, respected, and valued as individuals of great potential*
- *Establish a community that models and encourages character development, respect for diversity, and a sense of responsibility toward the community*
- *Promote international awareness, local and world citizenship, and peace through education, the arts, and social sciences*

School Office Hours

7:30 a.m. to 4 p.m.

Enrollment

When enrolling your child, you will need to fill out a registration packet. You will need to bring several documents with you in order to complete the registration process. The following forms are needed for registering your child:

Application

Photo ID of Parent or Guardian

Documentation of Child's Birth

Proof of Address Immunization Records Previous School's Records

Free and Reduced Lunch Application (Every Year all families must fill out a new application)

Other forms:

Student Pick-up Authorization: This parent consent form gives permission for an adult to pick up your student.

Permission to Walk Home: This form authorizes students to walk home without adult supervision.

Student Withdrawal: This form authorizes the transfer of records between schools.

Permission to Dispense Medication: This form allows both prescription and over-the-counter medication to be administered during school hours. GVA cannot dispense medication without this signed consent from your doctor.

Change of Address: This form is needed to update your student's demographic and emergency information.

Request for Extended Absence: Non-medical absences in excess of 1 day need administration approval.

Exceptional Student Services

GVA shall comply with all Aurora and Adams 12 Five Star (AD 12) Public School Board of Education approved policies and regulations, and the requirements of federal and state laws concerning the education of students with special needs. GVA is also in full compliance with the American with Disabilities Act. Please make sure a transition meeting with the current school takes place before determining final enrollment at GVA.

Use of GVA Logo

GVA's logo is property of Global Village Academy. This logo may not be used for any reason without written permission from the school's administration.

Global Village Academy – Northglenn Attendance Procedures 2014-2015

Parents must call the school before 8 a.m. to report an absence.

The following shall be considered 'excused':

- Illness/injury up to 10 days. After 10 days, a doctor's note will be required for the absence to be excused.

- Medical/Dental appointments (with a written note)
- Appointments/Serious circumstances (Must be approved by GVA Admin.)
- Extracurricular activities (Must be approved by GVA Admin/ students must be in good academic standing with no unexcused absences and 9 or fewer total absences for the school year)
- Family Vacation (Must be approved by GVA Admin/ students must be in good academic standing with no unexcused absences and 7 or fewer total absences for the school year. This absence is NOT to exceed 3 days per year. Parents must complete the 'Request for extended absence' form.
- Family Emergency: a serious illness or death of an immediate family member. This absence shall NOT to exceed 3 days. Additional time may be approved on a case-by-case basis.

All other attendance that is not covered in the above excused section will be unexcused.

If student is going to be absent for more than one day, please stop by the front desk and complete a 'request for extended absence' form. If only one day is anticipated, but it turns out to be longer you must call the school each day.

2-4 Absences (excused or unexcused) Parent will be contacted by teacher to discuss the student's developing attendance concern and the impact of academic performance.

5-7 Absences (excused or unexcused) Parent will be contacted by administration via written letter of concern

8-10 Absences (excused or unexcused) A conference with the parents, teachers and administration is necessary.

A contract for school attendance will be signed by the parent.

Students arriving after 8a.m. MUST be signed in by a parent or guardian at the front desk

Students will be marked tardy at 8:05 a.m.

4-10 Tardies- Parent will be contacted by teacher to discuss the student's developing attendance concern and the impact of academic performance.

11-15 Tardies - Parent will be contacted by administration via written letter of concern

16-20 Tardies - A conference with the parents, teachers and administration is necessary. A contract for school attendance will be signed by the parent. During the attendance contract meeting, parents should be given information on how their student's attendance is impacting academic performance.

Cumulative attendance will be reported on report cards.

Please note that GVA Northglenn follows the Adams 12 District policies for absences/tardies.

STUDENT PICK-UP/ DROP OFF

Morning Drop Off

- MIDDLE SCHOOL (MS) students and their siblings can be dropped off as early as 7:35AM and MUST go to Village Square so that they are supervised.
- All other students can be dropped off as early as 7:45AM.
- Students dropped off before 7:45 AM without an enrollment form on record with Village Square will be left unattended until 7:45 AM. GVA-N does not provide FREE supervision before 7:45 AM. If a student is seen repeatedly dropped off prior to 7:45 AM, **Child Protective Services** will be called.
- All students going to Village Square must have an enrollment form filled out with emergency contact information.
- Do not park in the bank or office parking lots adjacent to the school. You will be towed.
- From 7:30 – 8:15 AM, the Community Center Drive (south) gate becomes an EXIT only. You MUST enter through the 114th Ave./Melody Dr. (north) gate only.
- You may park and walk your child into school, or use the "hug and go" lanes.
- When entering the school grounds from 114th Ave. for the "hug and go" lanes, the far right lane is for Kindergarten & 1st grades. If dropping off more than one grade, you may use this lane. The middle lane is CLOSED in the morning. The far left lane is for dropping off 2nd-7th graders. Please watch for pedestrians in the crosswalks. Drop off students in only the designated drop off zones (areas that adults are in to assist).
- Please pull **ALL THE WAY** forward before stopping to let students out. This helps to prevent back up on neighboring streets.
- Students should be ready to exit by the time you reach unloading zone.
- Parents/Guardians: do not get out of your cars when in the line. If you need to get out of your car please park and walk student to sidewalk.
- If you have a car seat on the driver's side please park and walk your student to their assigned waiting area.
- If you need to get something out of the trunk please park and walk student to their assigned waiting area.
- Please move forward as the line moves.
- A staff member/volunteer will help children out of cars.
- Children will wait outside with their class until 7:55 AM, or their teacher arrives to walk them inside.

- Staff members will be outside to assist students coming in until 8:00 AM.
- Classes will begin promptly at 8:00 AM. All students who arrive after 8:00 AM are considered tardy.
- When exiting the campus through the Community Center Dr. (south) gate, you can only turn RIGHT onto Community Center Dr.
- When exiting through the north gate, please be aware of pedestrians.
- On inclement weather days, a SNOWMAN banner will be hung in front of the school. Children will not wait outside but instead go directly to their classrooms between 7:45 and 8:00 AM.

Afternoon Pick Up

This procedure has been used in numerous schools, and is very effective if everyone cooperates.

- Please remember school does not dismiss until 3:00 PM.
- Day Care buses will use the Kindergarten & 1st grade lanes.
- Do not park in the bank or office parking lots adjacent to the school. You will be towed.
- From 2:30 PM – 3:20 PM, the Community Center Drive (south) gate becomes an EXIT only. During these times, please enter through the 114th Ave. (north) gate only.
- You may park and meet your child with their class, or you may use the pick-up lanes.
- To use the pick-up lanes: when entering the 114th Ave (north) gate, the right and middle lanes are for Kinder and 1st grades and their siblings/carpools. The left lane is for 2nd-7th grades.
- Please be careful and aware of all crosswalks. Speed limit is 10 MPH!
- When using the pickup lanes, please have your student(s)' name placard displayed clearly on the passenger side of your car so that we can find your child quickly.
- Students will be called to the assigned loading zone and loaded into cars once you pull up to assigned loading zone.
- Make sure your children, and those children who ride in your carpool, know your car.
- Students' names will be called 3 times. If your student doesn't report to loading zone you will be asked to park in the parking lot and retrieve your child.
- Please stay in your car while in the pickup line.
- Please move forward as the line moves.
- If parking and picking up your child, PLEASE use the crosswalks. This helps with traffic flow.
- In an effort to keep students safe, teachers are unable to have long conversations with parents during this time. Please be courteous of their responsibilities during dismissal. As always, feel free to contact your teacher via email or phone if a conversation is needed or you have questions.

**LATE PICK UP:

It is strongly advised that you fill out a Village Square registration form as an emergency back-up in case you are late to pick up your child. Children not picked up by 3:15 will automatically go to Village Square- however: if your child does not have a registration packet on file with Village Square, they CANNOT ATTEND, according to the State of Colorado Department of Human Services Division of Child Care. As a result, children not picked up after school are considered "abandoned" and GVA-N is required to call Child Protective Services in such cases.

GVA Uniform Policy

Before GVA first opened its doors, the Founding Families voted in favor of a mandatory school uniform dress code. These families wanted the best for their children: high academic standards, global citizenship, and a safe learning environment for every student. Research has shown that schools which require school uniforms increase safety by identifying trespassers, reduce social and economic status by promoting equality, and improve academic performance by increasing student's attention towards their studies. The current uniform was chosen because it struck a balance between being simple, affordable and uniform.

GVA understands and is aware of families who have financial difficulties. We would like to ask our wonderful GVA families to donate outgrown uniforms to help support other students in need. Such donations will be available through the Front Desk.

We offer Land's End uniforms but they are very limited to what colors you can order. Our local vendor, Threaded Ink Media, has **our proprietary logo and it cannot be copied or used with any other vendor**. Their link is on our website. Our school colors are Kelly Green, Red, Royal Blue, Purple, Gold, and Orange in T-shirts and in Polo shirts the colors are Red, White, Blue, and Gold.

1. The following items are approved uniform attire:

- GVA logo T-shirts/ Polo's
- GVA approved **uniform bottoms** (navy blue or khaki)
- The uniform bottoms must be dress pant material. **Denim jeans are unacceptable**. Leggings or tights may not be worn unless under a skirt. The uniform shorts, skirts and skorts must follow the length requirements (Finger Tip length)
- Sneakers are required each day.
- Students must look clean-cut and well-groomed.

2. The following items are NOT permitted:

- Hats/Sunglasses (Only for Recess and Lunchtime outside only)
- Baggy pants/shorts
- Ripped/torn clothing
- Low-cut, midriff shirts/blouses
- One-shoulder baring shirts/blouses Off-the-shoulder shirts/blouses Spaghetti strap shirts/blouses
- Denim jeans
- Corduroy pants
- Sweat pants
- Stretch pants/leggings (unless being worn under uniform skirt)
- Open-toed and open-backed shoes (ex: sandals, flip flops, crocs, etc.)
- Facial hair (no beards)

Dress Code Violations

- **First Offense:** Student will receive a warning and Parent/Guardian will be notified. (Student will be loaned a gently-used uniform for the day if one is available).
- **Second Offense:** Student will be sent home to change.
- **Third Offense:** Student will receive detention.
- **Fourth Offense:** Student will receive a 1- day suspension.

Visitors

Due to the safety of our students, we cannot allow people to wander the school building. We ask that those picking up students wait outside. If you are picking up your student early, please sign in at the Front Desk, present your picture ID (or Green Car Tag), sign out your student and we will call your student to the Front Desk. Thank you for your help in keeping our students safe!

Visitors are always welcome at GVA! Please sign in and present a picture ID. Visitors must wear a badge in the building. **Prior arrangements must be made with the classroom teacher (such as volunteer work in the classroom), so as to not disrupt the learning environment.**

Volunteering

An important aspect of the GVA mission includes creating a school environment in which a partnership exists between the school and the families. Each family is asked to donate 30 hours of service or the equivalent to the school each year from K-8. Myriad volunteer opportunities are available for families to fulfill this requirement; however, it is the responsibility of each family to find ways to meet the requirement. Hours can be met through volunteer help in school, fund raising events, PTO meetings and other committees. Also, in-kind donations and donations of items approved by school administration are accepted as service hours. Parents will be able to support their child and the school in meaningful ways while being valued as an integral part of the educational process. Families are encouraged to give generously of their time and talents to GVA.

The documentation of the family's hours per enrollment is based on an honor system. The family is responsible for recording their hours at the front desk in the volunteer book. As a gratitude the PTO recognizes those who do their contribution and beyond encouraging more families to participate.

How do you get involved?

- Volunteer in the classroom or at the school
- Serving as room parent
- Drive, chaperone or coordinate field trips
- Chairing an event, PTO committee
- Working an event, project, fundraiser, or support role where needed
- Donating needed funds or items
- Attend PTO and/or Board Meetings
- Saturday Helping Hand event

The following is a list of items **that do not qualify** for service hours:

- Drive time to/from meetings, activities or events
- Homework time with your children

Not only is your annual Family Volunteer Hours requirement of 30 hours highly valued & appreciated by the School, it is a great modeling opportunity for you as parents to your children!!!

Safety Drills

Every precaution is taken to ensure the safety of your child during normal school hours. Periodic fire, tornado, evacuation and lockdown drills are executed to make certain students learn proper safety procedures and adhere to all safety.

Severe Weather Closures or Delays

GVA- N will follow the Adams 12 severe-weather schedule. Please watch or listen to your local news channels for updated information.

Communication

It is Global Village Academy's policy to inform parents of what is happening at the school in a timely manner; with that in mind, GVA communicates with parents in several different ways to keep you informed. Information is sent home weekly, electronically. If you don't have access to the internet, hard copies are available at the front desk. It is important that GVA has a valid email address and phone number on file for your family so that you can receive information. If you do not have internet access at home, a computer with internet access is available for you to use at the school.

HOMEWORK NOW - Teachers use Homework Now to communicate with parents and students about what is happening in the classroom and what homework is due. Parents should check the site on a weekly basis. Find the link on the GVA website.

VILLAGE VOICE - This GVCC monthly newsletter has information from administration, upcoming events and recaps events that have taken place at the school. The Village Voice will be distributed in hard copy, to your student's classroom, and will go out electronically through Constant Contact.

WEEKLY VILLAGE NEWS – This is a weekly newsletter that is distributed to your student's classroom. It outlines upcoming events in an easy to read bulleted format. The Weekly Village Newsletter is distributed electronically through Constant Contact every Monday.

CONNECT - ED - GVA has implemented a messaging service enables the school to personally communicate with parents about emergency situations, school events and other issues impacting your child. The system allows GVA to send messages to your family's home, work, cell phone and email. GVA is able to reach every family within an hour through this service.

FACEBOOK - Join Global Village Academy's Facebook page to learn the latest on upcoming events and connect with other parents. Click the link to [LIKE](#) GVA!

Global Village Academy PTO

- Parents may register at www.globalvillageacademy.org and click on the link - Join Our Newsletter - to receive school emails, upcoming events and volunteer opportunities.
- The PTO meets once a month.

Board of Directors Meetings

Board of Directors Meetings are held third Thursday of every month at 7 p.m. Agenda is posted at the school entrances.

Grievance Procedure

GVA values open and proactive communication between the members of the school community, including parents, students, faculty, staff, administration and the Board. Issues that are not dealt with directly can become destructive to the school community and detrimental to the learning process of our students. As adults, we must model for our students a willingness to address conflict directly. GVA's procedures for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible level.

1. Address Issue with Those Directly Involved

The grievant brings the situation or concern to the attention of those directly involved. If a parent or student has a concern, they must begin a dialogue with the classroom teacher or administrator with whom the conflict exists. Should a parent or student fail to begin the process at the lowest possible level and instead come directly to the principal, the principal will re-direct the person to address the issue directly with those involved.

2. Address Issue with Appropriate Administrator

If satisfactory resolution is not reached after a direct conversation between the conflicted parties., the situation must be brought to the attention of the supervising administrator. The supervising administrator and the conflicted parties will address the situation and develop goals for conflict resolution. The administrator will monitor this process until resolution is realized.

3. Address Issue with the Principal

If the complaint remains unresolved after step two, a second mediation meeting can be arranged with the principal present.

4. Submit Written Grievance to Appropriate Administrator

If the grievant is not satisfied with the response received via steps two or three, the grievant should submit a formal written grievance to the principal. This written grievance should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the policy or procedure that has been violated and/or rationale for concern; 3) describe what conflict resolution strategies were attempted via steps one and two; and 4) explain what corrective action is being requested. All grievances, including those about the principal, must follow step four.

It is the principal's responsibility to manage the ultimate resolution of conflicts between parents, students, staff and administrators, excepting those that pertain to the principal him/herself or to the principal's execution of a school-wide policy or procedure. Should a grievant feel that they were not treated equitably, or that the concern did not receive the attention it deserved throughout the grievance process, s/he is free to submit a new grievance about the principal's dealings with the grievance procedure. Such a grievance would need to follow these procedures sequentially, beginning again with step one.

5. Provide Written Grievance to the Board

After the administrator has been given one week to respond to this formal grievance the grievant should bring the matter to the attention of the Board only if the matter has not been satisfactorily resolved, and only if it pertains to the principal or to the execution of school-wide policy or procedure. The written grievance should be delivered to the President or Secretary of the Board at least one week prior to the next scheduled Board meeting. The President or Secretary will review with the individual the above process and ensure that the proper steps were taken before adding the issue to a meeting agenda. Grievances should not be brought to the Board as a matter of Public Comment as this does not give the Board sufficient time to consider the issue(s) and

address them through the collective governance process. The Board will not hear matters that do not follow this grievance process.

It is important to the integrity of our school that grievance be handled in an informed, direct, fair and equitable manner. Any concern or grievance must be examined through the lens of the mission of the school.

Discipline

GVA-Northglenn's Student Conduct and Discipline Policy is based on the principles of Positive Behavior Supports, Conscious Discipline and Love and Logic. Every student is expected to follow rules and expectations set by teachers and administration. At the core of these expectations are three simple rules as follows:

- Be safe
- Be kind
- Be ready to learn

While educating students is the main goal of GVA-Northglenn, safety takes precedence over all activities and situations. Behaviors that put students or staff in danger will not be tolerated. In addition to this, GVA-Northglenn encourages respect and appreciation for diversity and differences. As such, students are expected to be accepting and loving toward all peers and faculty. The GVA community is truly global and celebrates this as a unique gift.

Bullying

GVA has a zero tolerance policy on bullying. Bullying discipline falls within the 3-tiered Positive Behavior Support protocol. Please notify your teacher, TOSA or other Administrator immediately if your student reports bullying behavior.

Bullying Prevention & Education

The purpose of this policy is to define bullying behavior, to encourage students to report bullying behavior, to promote consistency in our approach to this problem and to help create a climate in which all types of bullying are regarded as unacceptable. This will require deliberate, planned intervention and will not be tolerated.

Bullying is any repeated word, look, sign or act, or pattern of such behavior that inflicts, or threatens to inflict, physical or emotional injury or discomfort upon another person's body, feelings or possessions. For purposes of this policy, the school environment includes school buildings, grounds, and vehicles, crossing walks, parking and all school-sponsored activities and events.

Cell Phones and other Electronic Devices

Student cell phones must be turned off and kept in their backpacks. Exceptions to this rule require prior approval from the Administrator. Other electronic devices such as hand-held game consoles are not allowed at school. The school will not be held responsible for lost or stolen property.

Village Square

GVA Before-and After-School Program

This licensed program provides child care and enrichment activities for the children and families of Global Village Academy. Programs are fee-based and self-supporting. They are governed and regulated by the Adams 12 School District and by the Colorado Department of Human Services, Division of Child Care.

How to reach us during program hours: (303) 446-7100 ext 166

Hours of Operation

Before and After Care: 7am – 7:45 am. and 3 pm – 6 pm. Monday-Friday on regular school days. Village Square will also be available from 7 a.m. - 6 p.m. on school holidays, non-pupil contact days and during Summer, Spring, Fall and Winter vacations pending the quantity of participants, except the holidays listed below.

Holiday Closures

The program is closed on the following holidays:

- Labor Day
- Thanksgiving Break
- Martin Luther King Day
- Winter Break
- President's Day
- Memorial Day

Approximately 2 weeks prior to other holidays, the program director will survey parents to determine their childcare needs. Parents should watch for holiday closure surveys and information prior to any potential holiday closures.

Ages Accepted

Village Square is open to all GVA students in grades K-8, or ages 5-13. We are unable to accept students under the age of 5. All participants must be 5 years of age by October 1 of the current school year.

Enrollment

All children must be fully enrolled before attending the program. To enroll, parents or guardians must complete and sign the Village Square enrollment form, which is available in the front office. Parents must also give the child's current immunization records to the Program Director. Each year, Parents or Guardians **must** update student information by completing a Village Square enrollment form every fall.

Registration and Payment

- Refer to the fee structure at GVA-N for the applicable Village Square charges.
- Please make checks payable to Village Square. Payment must be made by check, money order and cash. There is a \$30 service charge on all checks returned for insufficient funds.
- Persons with a past due account over 30 days will be unable to use the Village Square program until the account is fully paid. Delinquent accounts will be sent to a collection agency.

Cancellation Due to Weather

Closure of the school district due to weather conditions will automatically cancel Village Square. If the Colorado State Highway Department issues a traveler's advisory, all field trips will be cancelled.

Sign In and Out

For security purposes, parents or authorized individuals must sign students out after each school sessions every day. Students arriving before 7:45 a.m. must report to Village Square. Students must be signed-in in the morning by the parent or the person accompanying them. Students not picked up promptly at school dismissal (3:10 p.m.) will be sent to the Village Square Program. Students are required to sign in and out. A Parent or guardian must sign students out at the time of pick up. Village Square staff will sign the children in when they arrive. At the end of the day parents will sign them out of the after-school session. Staff members must ask for a picture ID and consult the authorized pick up list if they are unsure of an adult's identity. The program is not responsible for the children before they are signed in or after they are signed out from the program.

Late Pick Up

Parents should have a back-up plan in case they are unable to pick up their child on time.

- If a parent or an authorized person does not arrive to pick up a child within ten minutes after the program closing time, the staff will attempt to contact the parent at home or at work.
- If the staff member is unable to speak with the parent by phone, they will contact the authorized person listed on the Registration form.
- If the authorized person cannot be contacted by phone, the police will be notified. Children will never be left unattended at the school or taken home by a staff member.

The program will begin to assess late pick-up fees one minute after the closing time. **The fee is \$1.00 per child for each minute. Late Fees are due immediately.** Parents must pay the total late pick-up fee by check or money order when they pick up their child. On days when the weather is bad or driving conditions are hazardous, exceptions can be made. Program staff will expect parents to call to let them know they will be late.

Release of Children

Children will only be released to a parent or authorized pick-up person. Children must be signed out by their parent or authorized pick up person according to the procedure described in the section above. Failure of the parent to follow this procedure may result in dismissal from the program. Program staff must have written authorization from the parent or guardian to release a child to an individual not listed on the Registration Form. Exceptions will be made for emergencies and phone authorization by the parent may be accepted after speaking with the Program Director. Please remember to update your student's contact information with any new changes.

Academics

GVA's model of Global Literacy in response to our core values outlined with our Mission Statement. It is built on the following five key educational components:

1. World Class Academics: GVA's core curriculum was selected to close the global achievement gap. It features Singapore Math, which continues to rate high academically. (In 2007, fourth graders in Singapore were second in the world behind Hong Kong based on the assessment, Trends in International Mathematics and Science Study/TIMSS). In addition, algebra is required for all students. For literacy, GVA uses *Voices* Literacy Curriculum across the curriculum for writing, reading, and character education. In addition, GVA uses standards-based, integrated thematic units focused on social studies and science.

GVA uses continuous assessments in core subjects with individual goal setting. In addition to DIBELS, MAPS and TCAP, GVA is evaluating assessments (e.g., Intel Education Assessing Projects tool, and Interactive Multi-Media Exercises (IMMEX) that explicitly assess Twenty-First Century skills. In addition, GVA's portfolio assessment uses student Passports, which contain a specific body of evidence demonstrating proficiencies in Literacy L1 and L2, Deduction (Math); Induction (scientific method), Arts, Public Speaking, Information Literacy, and Intercultural Exchanges (linguistic, economic, artistic, interpersonal, etc.).

2. Second Language Immersion: All students learn to read, write, and speak a second language to the Intermediate High Level. GVA utilizes language immersion (100% in Kindergarten, 80% in first and second grade, and 50% in third grade and above). English Language Learners (ELL's) - both native speakers of a language other than English and heritage speakers who are exposed to a language other than English at home- build on the inherent advantage they have as bi-lingual students, through additive bilingualism by using fluency and literacy in Spanish, Mandarin, French, and Russian to support academic performance in English.

3. Cultural Competency: GVA has a school-wide focus on developing cultural competency by building functional interpersonal attachments and learning to negotiate cultural boundaries. The framework for this is the themes in the *Voices* Literacy Curriculum: Personal Identity, Perspective Taking, Conflict Resolution, Social Awareness, Friendship and Love, and Democracy and Citizenship. Cultural competency is also highlighted through monthly International Assemblies focused on different countries (storytelling, intercultural arts, etc.), as well as courses in intercultural arts (visual, movement, music) and community service. Cultural competency is also implicit and explicit in GVA's Peace Table process used to address student, teacher, and parent conflicts. Students, parents, and teachers are encouraged to build on strengths reflected in both cultural differences and similarities.

4. Twenty-First Century Learning Community: GVA students develop Twenty-First Century skills (e.g., *The Global Achievement Gap* by Tony Wagner: critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity and imagination) through thematic units focused on social studies and science and in core subjects. Students, parents and teachers use technology to facilitate learning and intercultural exchanges. The school library includes substantive collections of multi-lingual texts and Twenty-First Century technology tools.

5. International Studies: GVA utilizes local, regional, national and international studies aimed at developing global perspective and linguistic, artistic and cultural exchanges. Students learn through authentic opportunities such as International Towne (Sponsored by the Young Americans Center for Financial Education), domestic/international travel programs, and real/ virtual student exchanges.

Key Design Attributes

GVA is classroom based, with a maximum of 30 students per class with lead teachers in English teaching reading and writing and thematic units and immersion teachers in Spanish, Mandarin Chinese and Russian, teaching language and content in the world language. (e.g., mathematics and thematic units) using full or partial immersion. In Kindergarten immersion is 100% and 80% in first and second grade. Third grade and up is 50%. In first and second grade, students have a 90 minute reading block with a reading teacher. This is essential to begin building literacy in English and to prepare for TCAP testing in third grade. It is also necessary to facilitate transition to a traditional school. Using full immersion in Kindergarten through third grade would place a child at a severe disadvantage if he or she transferred to a traditional school. In third grade through sixth grade GVA may use looping with teachers teaching two grades (i.e., third and fourth).

Full to Partial Language Immersion

In content-based language programs, the way in which language is learned is substantively different. Students learn content through the medium of the language, rather than as the subject of the instruction (Met, 1993). Briton defines content-based language as -the integration of particular content with language aims...the concurrent teaching of academic subject matter and second language skills.(1989, p. 5) Curtain and Pesola (1994) limit the definition of content-based instruction to those...[curriculum] concepts being taught through the foreign language...appropriate to the grade level students... (p. 36) This definition would rule out the teaching of concepts and skills from a subject area below grade level. Met (1991) agrees when she suggests, -...content in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture (p. 150).

The GVA educational model assumes that substantive content-based instruction will integrate grade-level core-subject content and skills with authentic discourse functions and tasks of non-English or world language usage, namely the 5 C's defined by the American Teacher's of Foreign Language: communication, cultures, connections, comparisons, and communities. Moreover, it is accepted that quality content-based instruction will increasingly teach students to engage in inquiry, using higher ordered thinking skills, along with other discourse practices in each of the disciplines. The expectation is that the target language will be taught through the thematic content explicitly outlined and aligned in the curriculum map. GVA utilizes language immersion per the following: 100% in Kindergarten, 80% in 1st and 2nd grade, and 50% in 3rd grade and above. Immersion is a broad topic. Refer to the appendix for additional, essential information.

Singapore Math (K-8)

Using the TIMSS study as a backdrop, the GVA Board of Trustees approved the adoption of the *Singapore Math* series, a curricula based on the success of the National Chinese mathematics curriculum. This curriculum is two years ahead of most US curricula and is touted as one of the most effective math programs based on TIMSS, or Trends in International Mathematics and Science Study, results. Singapore students were in first place in the TIMSS 1995, 1999, and 2003, and second in 2007. This assessment is designed to measure trends in students' mathematics and science achievement in four-year cycles. Singapore Math (K-8) The Primary Mathematics U.S. Edition series of elementary math textbooks and workbooks uses the Concrete> Pictorial>Abstract approach. The students are provided with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage to enable them to learn mathematics meaningfully. This approach encourages active thinking process, communication of mathematical ideas and problem solving. This helps develop the foundation students will need for more advanced mathematics.

Rationale for Choosing Singapore Math:

Depth emphasized over breadth: More time is spent on each topic. Fewer topics are covered in a year. Greater focus on mastery.

Problem Solving Emphasis: Model drawing diagrams are used to promote understanding of word problems and provide a bridge to algebraic thinking.

More Multi-Step Problems: Problems often require the use of several concepts.

Mental Math: Techniques encourage understanding of mathematical properties and promote numerical fluency.

Absence of Clutter and Distraction: Presentation is clean and clear and uses simple, concise explanations.

Coherent Development: Topics are introduced with simple examples and then incrementally developed until more difficult problems are addressed.

Teacher and Parent Friendly: Since mathematical content is clear, it is often easier for teachers to plan lessons. Parents can read the books and help children. **Review of concepts is not explicitly incorporated** into the curriculum. Students are expected to have mastered a concept once it has been taught.

A high level of expectation is implicit in the curriculum

Stress on Developing Conceptual Understanding: Students and teachers learn to focus on why – not just how.

Voices (K–8)

Voices Reading is a unique program that focuses on the academic, social and emotional development of children. The program also:

- Emphasizes multicultural literature to make learning to read and reading to learn relevant and interesting
- Provides differentiated instruction and practice to meet the needs of individual students
- Offers innovative teaching strategies to exceed the requirements of No Child Left Behind (NCLB) and state standards
- Includes extensive, systematic support for ELL and struggling readers

Six foundational themes guide instruction and advance the social and emotional development of students. The guiding central questions for the themes encourage critical thinking and connect classroom learning to the real world.

The themes are: 1) Identity, Awareness, 2) Perspective Taking, 3) Conflict Resolution, 4) Social Awareness, 5) Love & Friendship, and 6) Freedom & Democracy.

ACTFL Standards for World Language

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Homework and Homework Now

The purpose of homework is to reinforce classroom lessons, and to teach children good work habits. Children should spend approximately 10 minutes per grade level on their homework, in addition to 10 to 15 minutes per night reading. GVA uses **homeworknow.com**, an online website, to communicate homework assignments, classroom activities, school announcements, notes, extra credit, important dates and much more to parents and students. Parents can communicate with the teacher as well. The link is posted on GVA's website. If you create a Parent Login and you choose your teachers from the list, every time the teacher updates the website you will receive an email or a text message alerting you about it. Wonderful tool!

Ongoing Assessment

GVA utilizes a variety of assessment tools, including:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- MAP (Measures of Academic Progress) for reading, language usage, and mathematics
- PARCC
- CELA (Colorado English Language Assessment)
- Noella (National Online Early Language Learning Assessment)

Both English and Spanish versions of the full **Adams 12** handbook are online at http://www.adams12.org/code_of_conduct

Adams 12 Five Star Schools

STUDENT/PARENT

HANDBOOK INFORMATION

This document is provided as a resource to parents and students within the Adams 12 Five Star School District. The document is divided into four sections.

1. Legal Notifications
2. Student Code of Conduct
3. Commonly Requested Information
4. Student Health Information

Readers should be aware that:

- Much of the information is in summary form.
- Current policies in their entirety, including revisions which may have occurred after publication of this document, are available on the district website at www.adams12.org.
- Policies may also be reviewed in the administrative office of any district school or by calling the Adams 12 Educational Support Center at 720-972-4000.
- Policies are subject to change as necessary at any time during the school year.
- Students are expected to be knowledgeable about and comply with district and school policies, including ones which may not be included in this publication.

LEGAL NOTIFICATIONS

Notice of Non-Discrimination Under Title VI, Title IX, Section 504, Age Discrimination Act, Title II of the American with Disabilities Act (Supt. Policies 4140, 8400)

Adams 12 Five Star Schools does not discriminate on the basis of race, color, sex, age, religion, creed, national origin, ancestry, genetic information, marital status, sexual orientation gender identity and disability in its programs, activities, operations and employment decisions and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

General Counsel
Adams 12 Five Star Schools
1500 East 128th Avenue
Thornton, CO 80241
720-972-4004

Homeless Students Notification (Supt. Policy 5270)

Specific rights and protections are ensured to parents, children and youth experiencing homelessness as defined under the McKinney-Vento Homeless Assistance Act. For more information about services for homeless students refer to Superintendent Policy 5270 or contact the Homeless/Migrant Education Liaison at 720 972-4144.

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) & Colorado Open Records Act (CORA) (Supt. Policy 5300)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records, that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, teacher, or support staff member (including but not limited to paraprofessionals, transportation personnel, health and law enforcement unit personnel and before-and-after-school program personnel); a member of the school board; a person, agency or company with whom the District has contracted, or otherwise arranged to perform a specific task or service; or, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another "school official" in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Additionally, the Colorado Open Records Act generally requires education records to be furnished within 3 days of the day the School receives a request for access.

FERPA Notice for Directory Information (Supt. Policy 5300)

FERPA requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

Parents and eligible students that do not want the District to disclose directory information from your child's education records without prior written consent, must give written notice by October 1 of the current school year to the principal of the school in which the child is enrolled. The District has designated the following information as directory information:

- Student's name
- Student's Grade
- Photograph
- Dates of attendance
- Participation in officially recognized activities & sports
- Weight and height of members of athletic teams
- Major field of study
- Degrees, honors, and awards received
- Date and place of birth
- The most recent previous educational agency or institution attended

Student Sex Offenders (Supt. Policy 5900)

Superintendent Policy 5900 addresses management of student sex offenders. Further, Colorado Revised Statute 22-1-124 instructs school districts to notify parents of their right to request information concerning registered sex offenders in the community. More information on accessing such information may be obtained online at either of the following:

http://dcj.state.co.us/odvsom/Sex_Offender/SO_Pdfs/schoolresourceguideregistration.pdf

OR

http://www.cde.state.co.us/cdeprevention/download/pdf/School_Sex_Offender_Guide.pdf

Superintendent Policy 5900 provides more information about this topic. For additional information parents may also contact the District's Manager of Security Services at 720-972-4256.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA) (Supt. Policy 6510)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

•Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Asbestos Hazard Emergency Response Act (AHERA) Annual Legal Notification

In accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act, the District has Asbestos Management Plans available for review at each school and the Educational Support Center, 1500 E. 128th Avenue in Thornton, CO, 80241. Contact the Environmental Health and Safety Specialist, with any questions. Telephone: 720-972-4236.

STUDENT CODE OF CONDUCT

The descriptions below are summaries of more detailed policies. Collectively, these policies comprise the District's Student Code of Conduct. For complete information please consult the latest version of each Superintendent Policy at www.adams12.org. A quick reference chart summarizing Student Code of Conduct policies is also available on the district website.

Student Code of Conduct (Supt. Policy 5000)

Students are expected to be familiar and comply with all expectations identified Superintendent Policy 5000, Student Code of Conduct. The Code of Conduct identifies specific grounds for discipline including suspension or expulsion of a student. Discipline may be imposed for the following reasons:

Code: 5000

STUDENT CODE OF CONDUCT

1.0 The Code of Conduct exists to help maintain an environment which is safe, conducive to learning, and free from unnecessary disruption. The Code of Conduct primarily consists of this policy and a subsequent series of policies identifying specific behavior expectations (See Exhibit A).

1.1 Students and parents or legal guardians shall be notified through student handbooks or similar informational bulletins of District policies concerning rights and responsibilities, rules of student conduct, and due process. The Code of Conduct, including grounds for which students may be suspended or expelled, shall be distributed once to each student in elementary, middle and high school and once to each new student in the District. Matters of common knowledge or practice shall be considered as notice of existing standards of conduct for students.

1.2 The principal or administrative designee may impose sanctions including suspension or may recommend expulsion of a student who engages in conduct identified in this policy which occurs in school buildings, on school grounds, in school buses or other school owned or operated vehicles, or while attending school activities or sanctioned events.

1.3 Students may also be subject to sanctions including suspension or expulsion for behaviors that occur off campus as described by law and Superintendent Policy 5020.

2.0 Definitions.

2.1 School. Refers to any school within the District.

2.2 Parent. Refers to a student's parent, legal guardian or legal custodian.

3.0 Grounds for sanctions including Suspension or Expulsion from School. The principal or designated administrator may issue sanctions including suspension and may refer for expulsion a student who engages in one or more of the following activities as specifically identified by state statute.

3.1 Using or otherwise directing profanity, vulgar language, or obscene gestures toward others.

3.2 Continued willful disobedience or open and persistent defiance of proper authority.

3.3 Repeated interference with a school's ability to provide educational opportunities to other students.

3.4 Repeated or substantial disrespect to or defiance of school staff.

3.5 Possessing, distributing, and/or communicating slanderous or libelous material.

3.6 Behavior which disrupts or is intended to disrupt the educational process.

3.7 Declaration as a habitually disruptive student according to Superintendent Policy 5090.

3.8 Violation of Superintendent Policy 5080 regarding gangs, secret societies or disruptive groups.

3.9 Indecent exposure, lewd behavior, or possession of pornography (print or electronic).

3.10 Rioting, unlawful protests, illegal disruptive demonstrations or other expression that violates the rights of others on any District property.

3.11 Intentionally causing or participating in a bomb threat, false alarm, or other false notice that disrupts the school environment.

- 3.12 Behavior on or off school property which is detrimental to the welfare or safety of other students or of school personnel, including behavior which creates a threat of physical harm to the student or to other students. This may include behavior which recklessly endangers students, staff or others.
- 3.13 Throwing objects, unless otherwise part of a supervised activity, which might cause bodily injury or damage property.
- 3.14 Unsafe operation of a motor vehicle on school property.
- 3.15 Violation of Superintendent Policy 5110 regarding bullying, harassment, hazing or threats.
- 3.16 Violation of Superintendent Policies 5110 or 8400 regarding discrimination or harassment, including sexual harassment.
- 3.17 Violations of Superintendent Policy 5070 regarding violence, fighting, and other aggressive behavior.
- 3.18 Violation of criminal law which negatively impacts the school or the general safety or welfare of students or staff.
- 3.19 The commission of an act that if committed by an adult would be robbery according to Colorado statute.
- 3.20 The commission of an act that if committed by an adult would be assault according to Colorado statute.
- 3.21 Violations against staff including incidents of assault upon, disorderly conduct toward, harassment of, knowingly making false allegations of child abuse against, or any criminal act directed toward a school employee.
- 3.22 Violation of Superintendent Policy 5100 regarding dangerous items.
- 3.23 Violation of Superintendent Policy 5100 regarding firearms or dangerous weapons. Expulsion is mandatory for bringing or possessing a firearm at school.
- 3.24 Violation of Superintendent Policy 5050 regarding tobacco.
- 3.25 Violation of Superintendent Policy 5040 regarding controlled substances.
- 3.26 Violation of Superintendent Policy 5650 regarding posting or distributing unauthorized materials on campus.
- 3.27 Gambling or wagering items of value.
- 3.28 Lying or knowingly giving false information verbally or in writing to a staff member.
- 3.29 Scholastic dishonesty, including but not limited to cheating, plagiarism or unauthorized collaboration with another person in preparing academic work.
- 3.30 Stealing, attempting to steal, borrowing or possessing without authorization property from another student, school employee or from the school itself.
- 3.31 Using, making or reproducing another person's signature for deceptive purposes, including counterfeiting documents or currency.
- 3.32 Failure to report a Condition that puts students or staff at risk of imminent harm.
- 3.33 Violation of Superintendent Policy 5060 regarding dress code.
- 3.34 Violation of Superintendent Policy 5030 regarding cell phones or electronic devices.
- 3.35 Violation of Superintendent Policies 5035 and 8200 regarding use of District technology or the internet.
- 3.36 Damaging private property of others.
- 3.37 Willful destruction or defacing of school property.
- 3.38 Failure to comply with Colorado law regarding immunization requirements in violation of Superintendent Policy 5410. Any suspension or expulsion for failure to comply with immunization requirements will not be documented as a disciplinary action but will be documented along with the student's immunization record and an explanation in the student's cumulative file.
- 3.39 Violation of Superintendent Policy 5120 regarding off-campus behavior.
- 3.40 Violation of Superintendent Policies or building regulations not otherwise referenced in this policy.

Exhibit A

Code: 5000

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5025	Parental Notice of Dropout Status
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5070	Fights/Aggressive Behavior
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5110	Student Bullying, Harassment, Hazing, Intimidation and Threatening Behavior
5120	Off-Campus Behavior

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3500	Safe Schools
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4300	Employee/Authorized Volunteer Protection
5130	Search and Seizure
5440	Communicable Diseases-Students
5650	Distribution of Printed Materials on School Premises
5670	Distribution of Non-District Related Materials
8200	Internet Safety Policy
8400	Nondiscrimination

Student conduct policies are available to all parents and students on the District's website or by request through the administrative office at each

school.

Board Policy directs that student discipline methods be clear, timely and consistently applied. Students should receive information about school discipline expectations within the first four weeks of each school year. Students who arrive after the first month of school should receive information individually or in small groups as soon as possible following enrollment.

Student Due Process (Supt. Policy 5010)

Superintendent Policy 5010 is a new policy created to more clearly explain due process rights students have in relation to student discipline matters. The policy identifies factors that the district administrators will consider in determining consequences or interventions for Code of Conduct violations, as well as providing an explanation of violations that will result in referrals to law enforcement. The policy further explains procedures for investigating student discipline matters, including those that may result in suspension, extended suspension or expulsion of a student, including those cases involving students with disabilities. The policy identifies procedures for suspension and expulsion and explains appeal opportunities as well as alternative to suspension or expulsion opportunities that may be available, depending on the circumstances at the time.

Student Attendance (Supt. Policy 5020)

Superintendent Policy 5020 provides specific guidelines regarding student attendance. The policy describes acceptable reasons for absences, makeup work procedures and potential sanctions for poor attendance. Colorado law (22-33-104 C.R.S.) regarding compulsory attendance requires students to attend school from the age of 6 until their 17th birthday. Please be aware that the district partners closely with local juvenile courts to intervene in the cases of students whose poor attendance constitutes "habitual truancy", defined by Colorado law as having four (4) or more unexcused absences in a month or ten (10) or more unexcused absences during any calendar year period.

Student Use of Cell Phone and Other Personal Electronic Devices (Supt. Policy 5030)

Superintendent Policy 5030 permits the use of electronic devices for personal, recreational, communication or instructional purposes under specific conditions. Violations of this policy may result in disciplinary sanctions up to and including expulsion from school, depending upon the severity of the violation.

In academic settings (classroom, library, labs, etc) electronic devices must be in the "off" or "silent" position at all times and stored out of sight except when utilized, as permitted by the instructor, as assistive technology, or as part of a student's individual education program as determined by school administration or the teacher. Teachers may impose even further restrictions at their discretion in their class.

In non-academic settings, including at school activities or on school transportation, such devices may be used in "silent mode" provided the use of such device, as determined by the supervising staff member or bus driver, in no way disrupts, poses a safety concern or otherwise violates Superintendent Policy 5000, Student Code of Conduct.

Electronic devices may not be used in a manner which is potentially unsafe, illegal or otherwise might violate the Student Code of Conduct. Prohibited uses include but are not limited to creating video or audio recordings, or taking or sending photographs of students or staff without permission of the student(s) or staff member(s). Such devices may not be used for academic dishonesty or cheating. Such devices may not be used in any manner that disrupts the academic environment, or otherwise disrupts school activities or functions. Students may not depart a class to activate or operate such devices.

The typical progression of consequences for violations as described in the policy includes:

- 1st offense. The device should be confiscated and the parent should be notified. The device may be released to the student after the student reviews and signs the policy.
- 2nd offense. The device should be confiscated and the parent should be notified. The device may be released only to the parent after the parent reviews and signs the policy.
- 3rd or more offenses. Such offenses are considered disruptive behavior and should result in a minimum of one day of suspension to be served in or out of school at the discretion of administration. Subsequent violations may result in increasing suspensions of up to three (3) days.

Under all circumstances students shall be personally and solely responsible for the security of their cell phones and personal electronic devices. Adams 12 Five Star Schools shall not assume responsibility for theft, loss, or damage of any such device and will not be responsible for investigation of such incidents.

If unique circumstances exist warranting the need for a student to use a cell phone or personal electronic device, on a temporary basis, outside the guidelines of Superintendent Policy 5030, such requests should be submitted to the Principal in writing. The Principal's decision regarding such requests will be final.

Student Use of Computers, the Internet and Electronic Communications (Supt. Policy 5035)

Superintendent Policy 5035 establishes guidelines for allowable use of the internet and other electronic media by students at school or on school equipment. Students are expected to take responsibility for their own use of District computers and computer systems, and should understand that the District may monitor, inspect, copy or review all computer use or access to computer systems including electronic mail, messages or other documents generated from District computers. Students should also understand that they may lose the privilege of accessing the internet or using District computer systems for violating appropriate use expectations. Violations of computer use expectations may also result in disciplinary sanctions from school including suspension or expulsion for extreme or repeat violations, and may be referred for legal action as warranted.

Examples of prohibited types of electronic information includes but is not limited to accessing, creating or passing information that promotes violence, is pornographic or profane, is intended to bully or harass, or is used to cheat. The policy further prohibits a range of security-related violations including attempts to gain unauthorized entry into networks or to change district data records. The policy also addresses allowable student-generated content on school websites.

Student Drug, Alcohol and Controlled Substance Offenses (Supt. Policy 5040)

School districts are required by law to adopt policies regarding use, possession and/or sale of drugs or other controlled substances in school, on school grounds, in school vehicles at school activities or while waiting to board or depart the bus.

Students may not knowingly use, be under the influence of, possess, bring, sell, solicit the sale of, transfer, distribute or supply a drug, controlled substance or drug paraphernalia.

Controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids.

Schools and law enforcement officials are trained and have the equipment to administer field sobriety tests. If a parent(s) disagrees with the determination of school or law enforcement officials that the student is under the influence of a controlled substance, the parent may seek an assessment that indicates toxicity levels within 24 hours of the incident at their own expense by a provider approved by the District. Self-admission by the student suspected of being under the influence of a controlled substance without a valid prescription constitutes sufficient evidence to proceed with disciplinary action.

Students are subject to disciplinary action up to and including suspension and expulsion for any single policy violation. Alternatives to suspension and expulsion may be offered by the school as appropriate depending on the circumstances of the violation. School officials are instructed to notify law enforcement regarding suspected violations of this policy and to cooperate with any investigation that may result.

Student Tobacco Possession and Use (Supt. Policy 5050)

Superintendent Policy 5050 prohibits the use of all form of tobacco products on school property for students under 18 years of age, and prohibits possession of all tobacco products for students 17 or younger. Sanctions for violation of the policy increase in severity for repeat violations and may result in extended suspensions in extreme cases as identified in the policy. Tobacco products are defined as any form of tobacco that may be ingested by chewing, smoking or other means. Tobacco paraphernalia such as “hookahs” or electronic cigarettes are also prohibited.

Students who are trying to overcome tobacco addiction are encouraged to visit with their school counselor about resources that may be available to help them stop using tobacco.

Student Dress Code (Supt. Policy 5060)

In order to promote a safe environment that focuses on education and minimizes distractions students are expected to abide by the following general guidelines as identified in Superintendent Policy 5060.

1. Shirts must be fitted and long enough to naturally touch the top of the lower garment and/or be tucked in;
2. shirts must cover the shoulders;
3. all attire should be sized to fit without exposing undergarments, buttocks, stomachs or cleavage;
4. shorts and skirts must be fingertip length when arms are resting at sides;
5. shoes/sandals must be worn at all times.

The following items or clothing are specifically prohibited:

1. Spaghetti straps, tank tops and halter tops;
2. transparent/mesh clothing;
3. garments, make-up or hair worn in a manner that makes a student’s face unidentifiable;
4. exposed undergarments;
5. pajamas and house slippers;
6. shirts with revealing necklines or armholes;
7. shirts hanging longer than the fingertips when arms are fully extended;
8. hats, caps or sunglasses worn indoors;
9. gloves worn indoors;
10. hairnets, bandanas, and DOO-rags;
11. caps, athletic headbands and armbands (prohibited indoors except when the wearer is participating in a sporting event);
12. clothing or accessories that promote drugs, alcohol or tobacco either by brand or message;
13. clothing or accessories with sexually suggestive language or messages;
14. clothing or accessories that have pictures of guns or weapons, promote violence, criminal activity, intimidation or intolerance of others (based on religion, ethnicity, gender or lifestyle);
15. clothing or accessories that could readily be used as a weapon or might otherwise injure the wearer, including items with spikes or loose hanging chains;
16. attire, accessories or manners of grooming indicative of affiliation with a gang, secret society or disruptive group as defined in Superintendent Policy 5080. This includes, but is not limited to clothing, gang-related colors or numbers, bandanas, sports logos/apparel, make-up, hats, emblems, trademarks, badges, insignia, logos, belt buckles, colored shoe strings, and jewelry;
17. trench coats and other like jackets capable of concealing weapons;
18. clothing or accessories affiliated with Insane Clown Posse, including all items related to the band’s record label “Psychopathic Records” and other groups it sponsors in addition to Insane Clown Posse, including but not limited to Twiztid, Blaze, Boondox, Psychopathic Rydaz and Dark Lotus; and
19. professional athletic team jerseys, and
20. Hair restraints, gloves, goggles, or other protective attire, determined by staff to be necessary for safe participation in vocational programs.

Dress guidelines for special events or school-sponsored purposes, including but not limited to dances, extra-curricular activities, and fundraisers shall be at the discretion of school administration based upon the nature of the particular event. Students may avoid the risk of being asked to leave or change clothing at an event by having attire approved in advance by an administrator.

All middle and high school students are required to wear an unaltered visible school issued photo identification card (ID) on a school issued lanyard on their outermost garment above the waist during school hours, or at such times, locations, and activities specifically identified by the building principal.

6.0 Uniforms may be required with Superintendent approval.

7.0 Students who violate or are suspected to be in violation of this policy shall be referred to school administration for investigation.

Sanctions up to a five (5) day suspension may be imposed for any single violation of this policy.

Except when other contributing policy violations or safety concerns exist, the typical progression of intervention for dress code violations is:

1st Offense – warning and education about the policy and the student being provided an opportunity to correct the violation.

2nd Offense – sanctions up to one (1) day out-of-school suspension and requirement that parent and student review and sign a statement indicating their understanding of the “Student Dress Code” policy.

3rd Offense – sanctions up to three (3) days out-of-school suspension and required parent meeting as a condition of re-entry for the purpose of reviewing the “Student Dress Code” policy and discussing the consequences of future violations.

4th or Subsequent Offenses – sanctions up to a five (5)-day out-of-school suspension for each repeat violation.

Additional factors as identified in Policy 5010 may also be considered in determining appropriate sanctions and interventions.

The Superintendent authorizes the Executive Directors of Schools to grant WRITTEN waivers to this policy as appropriate.

Violence, Fights and Aggressive Behavior (Supt. Policy 5070)

Superintendent Policy 5070 prohibits fights or other violent or aggressive behavior. Fights are defined as making offensive contact with another person. Attempts to make unwanted physical contact are also considered an offense for purposes of this policy. To avoid fights or aggressive interactions students are responsible to make all possible efforts to avoid the conflict and to seek the help of a staff member.

Policy 5070 further prohibits encouraging fights, videotaping or electronically sharing images of school-related fights, or helping arrange fights. Fighting offenses may result in consequences up to expulsion from school.

Gangs, Secret Societies and Disruptive Groups (Supt. Policy 5080)

School districts are required by Colorado law to adopt policies regarding gang-related activities in school. Superintendent Policy 5080 defines a gang, secret society or disruptive group as a group of three or more individuals, whether formal or informal, sharing a common name, interest, bond, confederation, alliance, initiation practice, network, conspiracy, or activity characterized by criminal or delinquent conduct, whose members individually or collectively engage in or have engaged in a pattern of such activity.

Wearing, displaying or possessing items that signify identification with disruptive groups is prohibited on school campuses, at all school-sponsored activities, on all school transportation, and at all school bus stops. Any evidence reasonably demonstrating the existence of or membership in any disruptive group shall be admissible in any disciplinary action or proceeding brought by the District.

Examples of prohibited items, behaviors or actions which may be indicative of gang, secret society or disruptive group affiliation include but are not limited to:

1. Colors / Numbers – A common color or number used to represent affiliation with the disruptive group. Colors and numbers may be represented through, but not limited to, clothing, bandanas, nail polish, sports logos/apparel, make-up, or other items that display a “color” or number on a person or possession.
2. Signs – Verbal or Physical – Statements, gestures, signals, or signs flashed by individuals either to members of their own disruptive group as communication or identification, or intended as taunts or challenges to others.
3. Graffiti – A drawing, symbol, phrase, cryptic writing, code, icon, logo, or written word used to express opinions, membership in a disruptive group or gang, about other groups or gangs, or direct challenges to others.
4. Apparel / Jewelry – Hats, bandanas, emblems, trademarks, badges, insignias, logos, belts, belt buckles, colored shoe strings, jewelry or other clothing that identify the individual with the disruptive group and/or that carries meaning for the disruptive group.
5. Manner of Grooming – Tattoos, hairstyles, and other unifying marks (i.e. manner of shaving, piercings) indicative of affiliation with or that carries meaning for a disruptive group.
6. Recruitment – Action to knowingly solicit, to invite, recruit, encourage, coerce, or otherwise cause another to actively participate in or become a member of a disruptive group. Furthermore, recruitment also includes the use of force, threat, or intimidation directed at any person, or by the infliction of bodily injury upon any person, thereby preventing the individual from leaving a disruptive group.

Action up to and including expulsion from school may be considered for any single violation of this policy depending upon the nature of the offense, the severity of the situation, and the student’s discipline history. Unless the student has a prior discipline history, or unless other policy violations or safety concerns exist, the typical progression of consequences for violations of this policy are:

1. 1st Offense – warning and education about the policy, school based sanctions including suspension up to three (3) days out of school, and a requirement that student and parent review and sign a statement indicating their understanding of this policy.
2. 2nd Offense – up to five (5) days out-of-school suspension and a required parent meeting as a condition of re-entry for the purpose of reviewing this policy and the consequences of future violations.
3. 3rd or Subsequent Offenses – up to a five (5) day out-of-school suspension and potential expulsion from school.
4. All violations of this policy which involve violence, threats of violence, or an immediate risk to the safety of students or staff shall result in suspension out-of-school for a minimum of three (3) days.

Student Habitually Disruptive Behavior (Supt. Policy 5090)

A student may be declared to be habitually disruptive after a series of suspensions and interventions, and may be expelled for habitually disruptive behavior as explained in Superintendent Policy 5090. A habitually disruptive student is defined as a student who has been suspended out of school a minimum of three (3) times during the school for behavior that caused a material and substantial disruption at school, on school property including transportation, or at school events.

A remedial discipline plan in the form of a contract between school administration, the student and parents should be developed and monitored when students have been suspended and may be at risk of future violations that would result in a habitually disruptive designation. Remedial discipline plans may be implemented for potential habitually disruptive students without parent or student consent in the event that either should refuse to participate in the planning and intervention process.

Student Weapons in School (Supt. Policy 5100)

Consistent with the district’s obligation to provide a safe and secure environment, Superintendent Policy 5100, Student Weapons in School, prohibits students being in possession of any dangerous weapon or dangerous item at school, during school activities, or on any district property.

Knives or other instruments with sharpened blades or edges that might easily be used as a weapon are not permitted at school, regardless of the length of the blade. Exceptions include scissors and other sharpened instruments commonly used during supervised educational activities. Possession of a firearm on any Adams 12 property mandates expulsion from the district for the first offense. Other weapons violations are subject to sanctions and interventions as described in the policy depending on circumstances at the time.

In addition, Superintendent Policy 8700, Weapons, specifically makes it a violation for any pupil, staff member, volunteer, or visitor to possess a firearm, explosive device, knife with a blade longer than three (3) inches, or other dangerous weapon when in a district facility; on district grounds; at any or district activity, regardless of location; or on any district vehicle. This restriction does not apply to School Resource Officers or other law enforcement officers who are legally required to carry a weapon to perform their job. Any other request for an exception from this restriction should be communicated in writing to the Superintendent.

Bullying, Harassment or Threats (Supt. Policy 5110)

Superintendent Policy 5110 addresses the negative impact that bullying has on student health, welfare and safety and on the learning environment.

Bullying, as defined by state law, is any written or verbal expression, or physical act or gesture, or a pattern thereof, intended to cause distress upon one or more students.

Bullying based upon a student’s race, gender, religion or creed, national origin, sexual orientation, or disability may actually constitute harassment. Harassment is specifically prohibited by Superintendent Policy 8400 (Nondiscrimination/Harassment), a summary of which may be found elsewhere in this book.

All administrators, teachers, classified staff, parents and students shall take all reasonable steps to prevent and / or address bullying.

1. Students who have been bullied should report the situation to an administrator or teacher.
2. Students who witness bullying should report it to a staff member.
3. School staff who witness bullying should take action to stop the bullying and to report the situation for appropriate administrative intervention.
4. School administrators should promptly investigate and respond to bullying reports.

Students who bully others will be subject to disciplinary action as described in Superintendent Policy 5000, Student Code of Conduct. In addition to discipline sanctions, schools may implement intervention strategies as appropriate.

Off-Campus Behavior (Supt. Policy 5120)

Behavior which takes place on or off campus may result in discipline sanctions up to and including expulsion from school when such behavior was or is likely to be detrimental to the welfare or safety of other students or of school personnel, including behavior that creates a threat of physical harm to the student or other students. Such misconduct may include, but is not limited to, any of the behavior violations identified in Superintendent Policy 5000, Student Code of Conduct.

In determining whether off-campus misconduct is or is likely to be detrimental to the welfare or safety of students or school personnel, the administrator shall consider, among other relevant factors: the extent to which other District students were involved in or present during the off-campus misconduct; the proximity to school and the school day; and the known or predicted negative impact or effect the misconduct had or is likely to have on the school environment. The existence of criminal charges and/or a criminal adjudication in relation to off-campus behavior may also be considered in determining whether the misconduct warrants school sanctions.

Search and Seizure (Supt. Policy 5130)

Superintendent Policy 5130 authorizes district officials to conduct a search when on school grounds, in a vehicle owned, leased or otherwise used by the district or school, or at a school activity, when there is a reasonable suspicion that the search will result in the discovery of "contraband," which includes all substances or materials prohibited by district/school policy or state law including, but not limited to, drugs, drug paraphernalia, alcoholic beverages, guns, knives, weapons, incendiary devices, and dangerous items.

Under conditions specified in policy, automobiles parked on or being operated on school property or at a school activity may also be subject to search by school officials.

When possible, an involved student shall be informed of the reason for a search, and the official conducting the search shall attempt to secure the student's consent to the search. The scope of a search must be no more intrusive than is reasonably necessary under the circumstances.

Inappropriate items found during the course of a search may be seized and at the discretion of school administration such items may be returned to the parent or guardian of the student from whom the items were seized; offered as evidence in any suspension or expulsion proceeding if they are tagged for identification at the time seized; turned over to law enforcement officers; or destroyed.

Many district secondary schools utilize random canine searches from time to time to deter students from bringing contraband on district property. Such searches involve trained dogs and their handlers scanning property or general areas, but never individuals. Should a dog alert its handler to the possible presence of contraband, the handler would notify school officials. A canine alert constitutes reasonable suspicion for school officials to conduct a search following the procedures established in Superintendent Policy 5130.

Corporal Punishment (Supt. Policy 5140)

Superintendent Policy 5140 prohibits the use of corporal punishment by any staff member. Corporal punishment is defined as spanking or physically handling a student in any way to purposefully inflict punishment. Permission to administer corporal punishment shall not be sought nor accepted from any parent, guardian, or school official.

Physical Restraint/Seclusion (Supt. Policy 5150)

Superintendent Policy 5150 permits district personnel, acting within the scope of employment, to use and apply restraint or force as is reasonable and necessary to restrain or prevent a student from threatening physical injury to self or others; to obtain possession of weapons or other dangerous objects; for the purpose of self-defense; for the protection of persons or student safety.

Law enforcement will act according to their agency guidelines regarding restraint or force when safety is at issue.

